

Message Text

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ACTION SP-02

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TAGS: ECON, IN, ID, PK, RP, ES, BG, GR, BL, GT, TZ, ET, CM, EAID
SUBJECT: ASSESSMENT OF EFFECTIVENESS OF ECONOMIC ASSISTANCE; BRAZIL;
SOME EFFECTIVE PROJECTS; PART IV

REF: A) BRASILIA 450, B) BRASILIA 413, C) BRASILIA 393,
D) BRASILIA 380, E) BRASILIA 022, F) 77 STATE 306064

1. THIS IS THE FIFTH IN A SERIES OF MESSAGES ON THE
ASSESSMENT OF US ECONOMIC ASSISTANCE TO BRAZIL. THIS
TELEGRAM CARRIES THE LAST OF THE EFFECTIVE PROJECTS
MENTIONED IN REF D. HEREAFTER, WE WILL ADDRESS OURSELVES
TO OTHER QUESTIONS RAISED IN RF F.

2. THE LAST EFFECTIVE PROJECT WE SUBMIT IS FOR GENERAL
PARTICIPANT TRAINING, PROJECT NO. 512-11-660-263.7.
ALTHOUGH THE PROJECT RECORDS STATE THAT IT BEGAN IN
FY 1959, IN FACT IT IS AN AMALGAM OF DISCRETE PARTS OF
SEVERAL PROJECTS WHICH BEGAN IN THE YEARS WHEN THE INTER-
AMERICAN INSTITUTE FIRST BEGAN TECHNICAL COOPERATION WITH
BRAZIL IN THE EARLY 1940'S. SINCE THAT TIME, 11,504
PARTICIPANTS ARE RECORDED AS HAVING BEEN PROCESSED
DIRECTLY THROUGH AID OR PREDECESSOR AGENCY
FACILITIES. WITH AN ESTIMATED 2,000 ADDITIONAL
PARTICIPANTS HAVING BEEN TRAINED THROUGH AID-FINANCED
LOAN OR GRANT CONTRACTS WITH US INSTITUTIONS; THE
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EXACT NAMES AND NUMBERS UNDER THIS LATTER CATEGORY ARE
LOST TO US BECAUSE OF THE RETIREMENT OF FILES. OVER
THE YEARS, SHORT TERM OBSERVATIONAL AND TECHNICAL TRAINING
WAS AT FIRST PROVIDED TO EXPOSE BRAZILIAN TECHNICIANS AND
ADMINISTRATORS TO US TECHNOLOGY AND MANAGEMENT SYSTEMS
AND TECHNIQUES. ACADEMIC TRAINING, FOR THE MOST PART,
CONCENTRATED ON TRAINING THE STAFFS NEEDED BY THE RAPID

EXPANSION OF INSTITUTIONS CREATED OR MODIFIED BY BRAZILIAN EFFORT WITH US ASSISTANCE. AS KEY BRAZILIAN INSTITUTIONS DEVELOPED, THE NEED FOR ADVANCED ACADEMIC TRAINING INCREASED AND AID SUPPORT ACCORDINGLY MOVED FROM THE MASTERS TO THE DOCTORATE AND POST-DOCTORATE LEVEL. NEVERTHELESS, THE BURGEONING UNIVERSITY POPULATION, AS WELL AS THE DEMAND FOR DEVELOPMENT PLANNERS AND IMPLEMENTERS, REQUIRES A CONTINUING EXPANSION EFFORT BOTH AS TO THE FIELDS OF STUDY AND THE INDIRECT NUMBER OF INSTITUTIONS INVOLVED.

I. REACHING THE POOR: THE POOR ARE REACHED ONLY INDIRECTLY.

II. SUCCESSFUL INSTITUTIONS BUILDING: THERE ARE TWO ASPECTS TO THE INSTITUTIONS BUILDING BENEFITS OF THIS

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PROJECT. FIRST, USAID REQUIRED UNIVERSITIES WITH WHICH IT WAS COLLABORATING TO ANALYSE THEIR REQUIREMENTS FOR UPGRADING OR ESTABLISHING THOSE FACULTIES OF PARTICULAR INTEREST TO BRAZIL'S DEVELOPMENT EFFORT; THE UNIVERSITIES WITH USAID ASSISTANCE WOULD THEN DEVELOP A PROGRAM OF TRAINING REQUIREMENTS TO BE CARRIED OUT BOTH WITHIN BRAZIL AND IN THE U.S.; THE UNIVERSITIES AND USAID WOULD THEN SELECT PARTICIPANTS TO BE TRAINED IN THE U.S. AT THE MASTER AND DOCTORAL LEVEL IN THOSE CASES WHERE SUITABLE PROGRAMS WERE NOT AVAILABLE IN BRAZIL. AS A RESULT, THE UNIVERSITIES RECEIVED THE BENEFIT NOT ONLY OF ADDITIONAL QUALIFIED FACULTY BUT ALSO HAS DEVELOPED A LONG RANGE PLANNING CAPACITY. THE SECOND EXAMPLE RELATES TO THE ADOPTION OF THE FOREGOING PLANNED EXPANSION SYSTEM BY THE UNIT FOR TRAINING OF HIGHER LEVEL EDUCATION PERSONNEL (CAPES) OF THE MINISTRY OF EDUCATION.

USAID, AMERICAN AND BRAZILIAN STAFF, WORKED WITH CAPES TO TRANSFER THE METHODOLOGY AND SELECTION PROCEDURES AS WELL AS HELPING IN THE ESTABLISHMENT OF INSTITUTIONAL LINKAGES WITH US TRAINING INSTITUTIONS. FOR A PERIOD OF TIME, USAID AND CAPES TRAINING ACTIVITIES PARALLELED EACH OTHER, BUT CAPES HAS NOW, IN EFFECT, TAKEN OVER THE USAID TRAINING EFFORT AND PROGRAMS APPROXIMATELY 1,000 PEOPLE ANNUALLY FOR HIGHER LEVEL TRAINING, INCLUDING AN AVERAGE OF 200 PER YEAR FOR TRAINING IN THE US.

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III. MOBILIZING RESOURCES: THE CAPES PROGRAM IS FUNDED ENTIRELY FROM BRAZILIAN RESOURCES.

IV. MULTIPLIER EFFECTS: THE TWO INSTITUTION-BUILDING EXAMPLES MENTIONED ABOVE AND THE ON-GOING EFFORT BY CAPES MEAN THAT BRAZIL NOT ONLY IS INCREASING THE CAPACITIES OF INDIVIDUALS BUT IS ALSO INCREASING THE CAPACITY OF DOMESTIC INSTITUTIONS TO PRODUCE SUCH INDIVIDUALS.

V. RELEVANCE OF DONOR COORDINATION: DONOR COORDINATION IS RELEVANT AND CRITICAL. IN ADDITION TO USAID AND CAPES, THE FULBRIGHT COMMISSION AND FORD FOUNDATION AS WELL AS OTHER BILATERAL AND MULTILATERAL AGENCIES HAVE SUBSTANTIAL TRAINING PROGRAMS WITH DIFFERING STANDARDS FOR SELECTION AND DIFFERENT BENEFITS FOR THE TRAINEES. IN PART, COORDINATION IS ASSISTED BY DIFFERENT DONORS CONCENTRATING ONLY ON CERTAIN KINDS OF TRAINING; THE OAS FOR EXAMPLE, USUALLY ONLY GIVES GRANTS FOR SHORT OR INTERMEDIATE TECHNICAL TRAINING. COORDINATION IS ALSO AIDED THROUGH INTERACTION OF THE DONORS. THE BEST EXAMPLE OF THIS IS THE FULBRIGHT COMMISSION WHICH HAS REPRESENTATIVES OF USAID, CAPES AND THE FORD FOUNDATION ON ITS BOARD.

VI. MEETING OF OBJECTIVES: THE LARGE NUMBERS OF AID PARTICIPANT IN POSITIONS OF HIGH RESPONSIBILITY AND ENGAGED IN DEVELOPMENT PLANNING AND IMPLEMENTATION TESTIFY TO THIS POINT. EXAMPLES INCLUDE A DIRECTOR OF THE NATIONAL AGRICULTURAL RESEARCH ENTERPRISE, THE HEAD OF THE NATIONAL PLANNING INSTITUTE, THE DEAN OF THE AGRICULTURE FACULTY OF THE UNIVERSITY OF CEARA, THE HEAD OF THE SCHOOL OF BUSINESS ADMINISTRATION AT THE GETULIO VARGAS FOUNDATION, THE PRESIDENT OF THE NATIONAL INSTITUTE OF MUNICIPAL ADMINISTRATION, THE

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PLANNING DIRECTOR OF THE NATIONAL EXTENSION SERVICE,
AND THE HEAD OF THE NATIONAL AGRICULTURAL PRODUCTION
FINANCE COMMISSION.
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